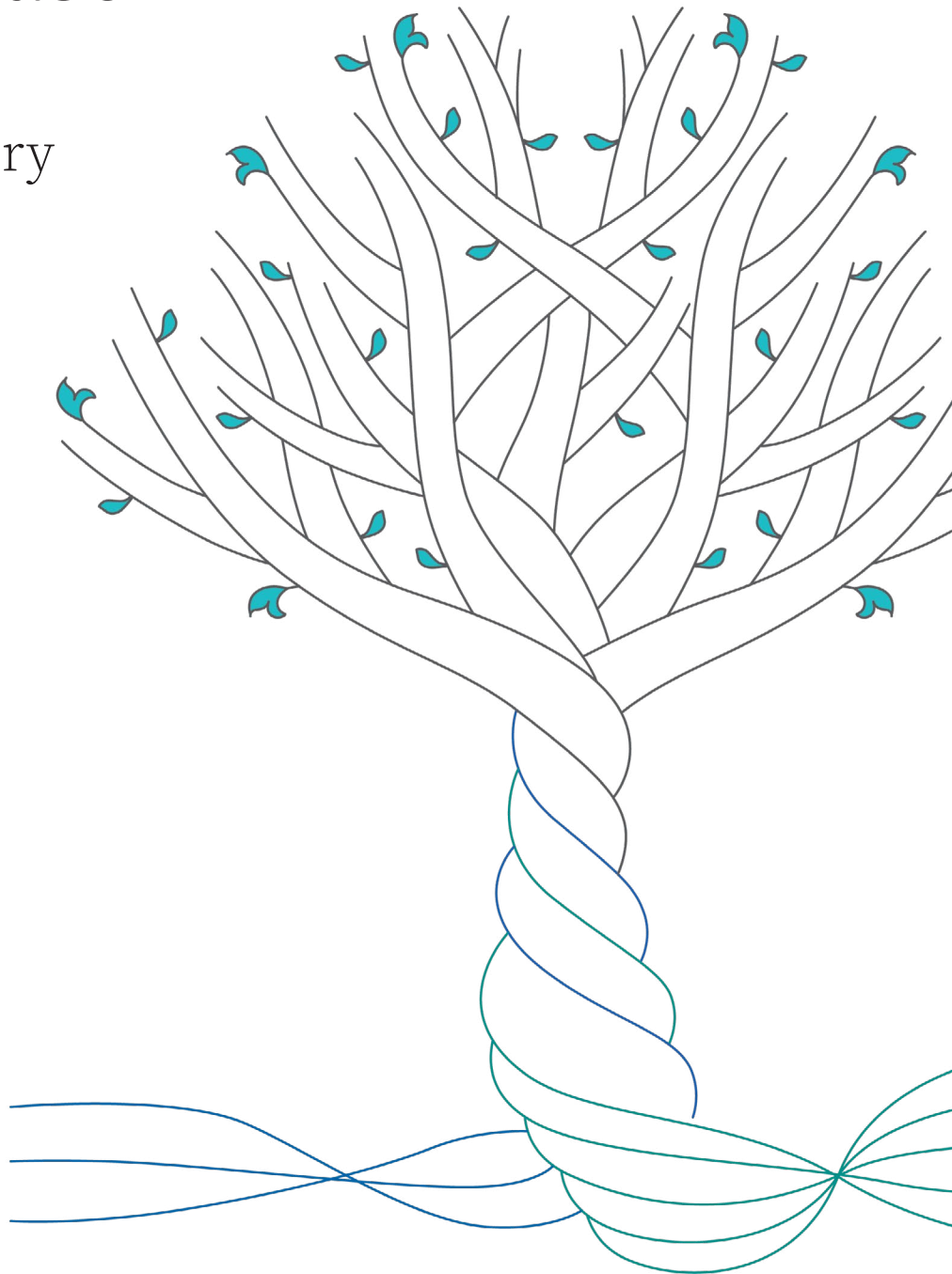




Magnetic Reading Foundations Research Base

Grades K-2

Executive Summary



The mission of Curriculum Associates
is to make classrooms better places for
teachers and students.

Executive Summary

Magnetic Reading Foundations is a Grades K–2 foundational skills program that leverages research-based, explicit systematic instruction and rich, engaging decodable texts. The program utilizes scripted routines with a predictable, strategic flow that intentionally embeds explicit instruction, teacher modeling, and student application. Students then practice their developing literacy skills with authentic reading experiences through high-interest, decodable readers on connected topics. Engaging in *Magnetic Reading Foundations* will help students learn skills and gain motivation to continue reading independently. The *Magnetic Reading Foundations* materials meet the expectations for alignment to standards and research-based practices for foundational skills instruction in Grades K–2, earning “all-green” ratings from [EdReports](#).

The research-based instruction in *Magnetic Reading Foundations* is informed by practical classroom experiences and the Science of Reading. The design of *Magnetic Reading Foundations* is informed by an extensive body of research that, according to Dr. Louisa Moats, “has revealed a great deal about how we learn to read, what goes wrong when students don’t learn, and what kind of instruction is most likely to work best for the most students” (Fugnitto & Stuart, 2021). *Magnetic Reading Foundations* also recognizes that there is no such thing as an average learner (Rose, 2016), and all students bring their own unique assets, backgrounds, and variables to their learning. Instruction in *Magnetic Reading Foundations* reflects best practices of effective reading instruction (Moats, 2020), the guidelines of the Universal Design for Learning, and best practices for students who are English Learners (ELs). This allows for teachers to draw on concepts and practices strategically to suit the strengths and needs of their students.

The [Magnetic Reading Foundations Research Base](#) describes the evidence upon which the program was built. The research base will walk you through how the program is designed to provide:

- Explicit, systematic instruction and application of foundational literacy skills
- Authentic reading experiences that are supportive and meaningful
- Ongoing formative, responsive assessment to drive instruction
- Commitment to learner variability and equity

Authors and Advisors

Magnetic Reading Foundations provides evidence-based instruction informed by practical classroom experience. Guidance from our program authors and advisors ensured the design of a rigorous, foundational literacy skills program that provides students with opportunities to practice and apply new learning purposefully and meaningfully while being manageable for teachers to implement.

Authors



James W. Cunningham, Ph.D.

Awards and Key Positions

- Reading Hall of Fame
- National Reading Conference Board of Directors
- *International Encyclopedia of Education* contributor

Advisory Focus

- Text complexity
- Scope and sequence
- Reading comprehension
- Vocabulary
- Writing



D. Ray Reutzel, Ph.D.

Awards and Key Positions

- Literacy Researchers Association Board of Directors
- International Reading Association Board of Directors
- John C. Manning Public School Service Award

Advisory Focus

- Scope and sequence
- Phonological awareness
- Differentiation

Advisors



Heidi Anne Mesmer, Ph.D.

Program Advisor

Heidi Anne Mesmer is a professor of literacy at the School of Education at Virginia Tech. Heidi Anne studies beginning reading instruction and text difficulty, and her work has been published in *The Reading Teacher*, *Reading Research Quarterly*, and *The Educational Researcher*. She is the author of *Letter Lessons and First Words: Phonics Foundations That Work*, *Reading Interventions in Primary Grades*, and *Alphabetics for Emerging Readers*.



Linda Diamond, M.Ed.

Program Advisor

Linda Diamond has dedicated her career to teaching children to read, particularly those with word-reading difficulties like dyslexia. Linda cofounded the Consortium on Reaching Excellence in Education (CORE) alongside Bill Honig, former superintendent of public instruction in California, and she served as CORE's president for 26 years. She is the co-author of the nationally recognized textbooks *Teaching Reading Sourcebook*, *Assessing Reading: Multiple Measures*, and *Vocabulary Handbook*.



English Learners Success Forum (ELSF)

The ELSF is a collaboration of researchers, teachers, education leaders, and content creators who are dedicated to improving the quality and accessibility of instructional materials for ELs. ELSF's experts provide guidance to curriculum developers in addressing the linguistic and cultural assets and needs of ELs. The goal of our collaborative efforts is to provide ELs full access to grade-level content and quality learning.

Program Components

Magnetic Reading Foundations provides a complete set of resources for effectively teaching foundational skills. *Magnetic Reading Foundations'* program components include the following resources designed to support whole class instruction and small group instructional support:

- **Teacher's Guide.** The Teacher's Guide provides guidance on systematic instruction and is available in print and digitally so teachers can access and plan from anywhere.
- **Student Worktext.** The Student Worktext pages are available in print and digitally and include write-in opportunities for students to engage in repeated and purposeful practice.
- **Classroom Decodable Library Set.** The Classroom Decodable Library Set comes with Magnetic Readers (i.e., decodable readers) and cards (i.e., high-frequency word, sound spelling, articulation, and word building) for teacher modeling.
- **Teacher Toolbox.** The Teacher Toolbox provides digital access to a wealth of resources for teaching foundational skills, such as:
 - **Articulation Videos.** These short videos demonstrate the correct articulation for letter sounds and words.
 - **Lesson Presentation Slides.** These slides help guide students through the main activities and practice in each session, with support from facilitator notes.

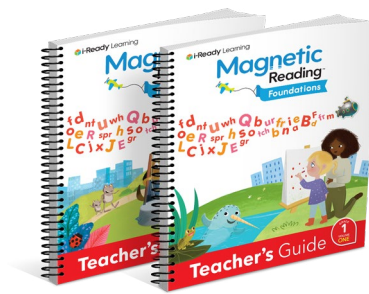
Student Worktext (Two Volumes)

Write-in booklet for repeated and purposeful practice



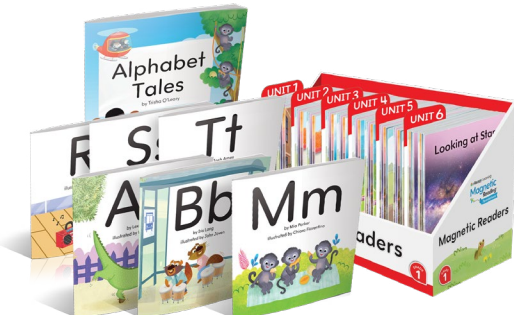
Teacher's Guide (Two Volumes)

Daily, weekly, and unit guidance with systematic instruction



Classroom Decodable Library Set

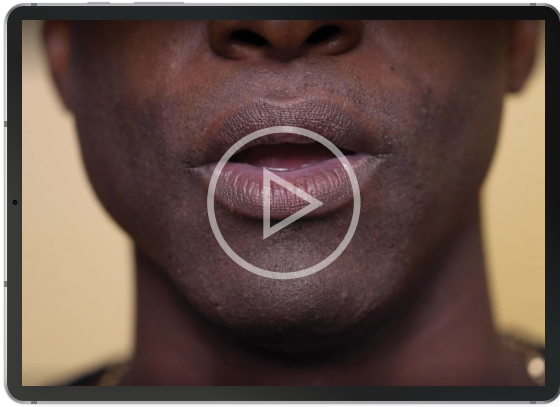
Each set of grade-level texts is designed for practicing skills in context.



Cards for Teacher Modeling

Articulation Cards, Word Building Cards, Sound Spelling Cards, and Super Word (i.e., high-frequency word) Cards are available for teacher use.





Articulation Videos

Demonstrate the correct articulation for letter sounds and words with these short videos.

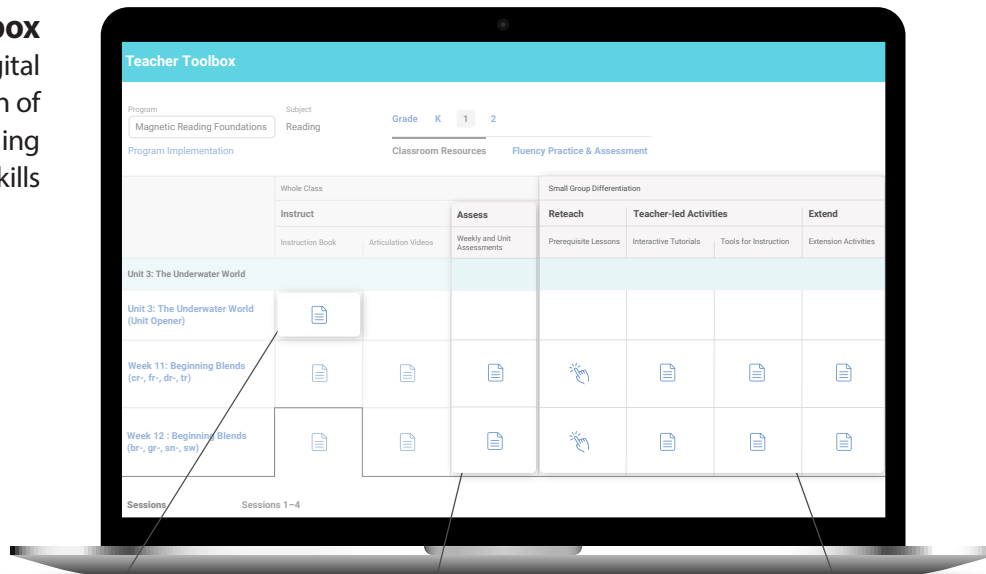
Lesson Presentation Slides

Easily guide students through the main activities and practice in each session, with support from facilitator notes.



Teacher Toolbox

Provides digital access to a wealth of resources for teaching foundational skills



Support student engagement

with grade-level foundational skills instruction:

- *Magnetic Reading Foundations* instruction
- Lesson slides
- Multimodal/multisensory instruction

Monitor progress:

- Fluency Practice & Assessment
- Weekly and Unit Assessments

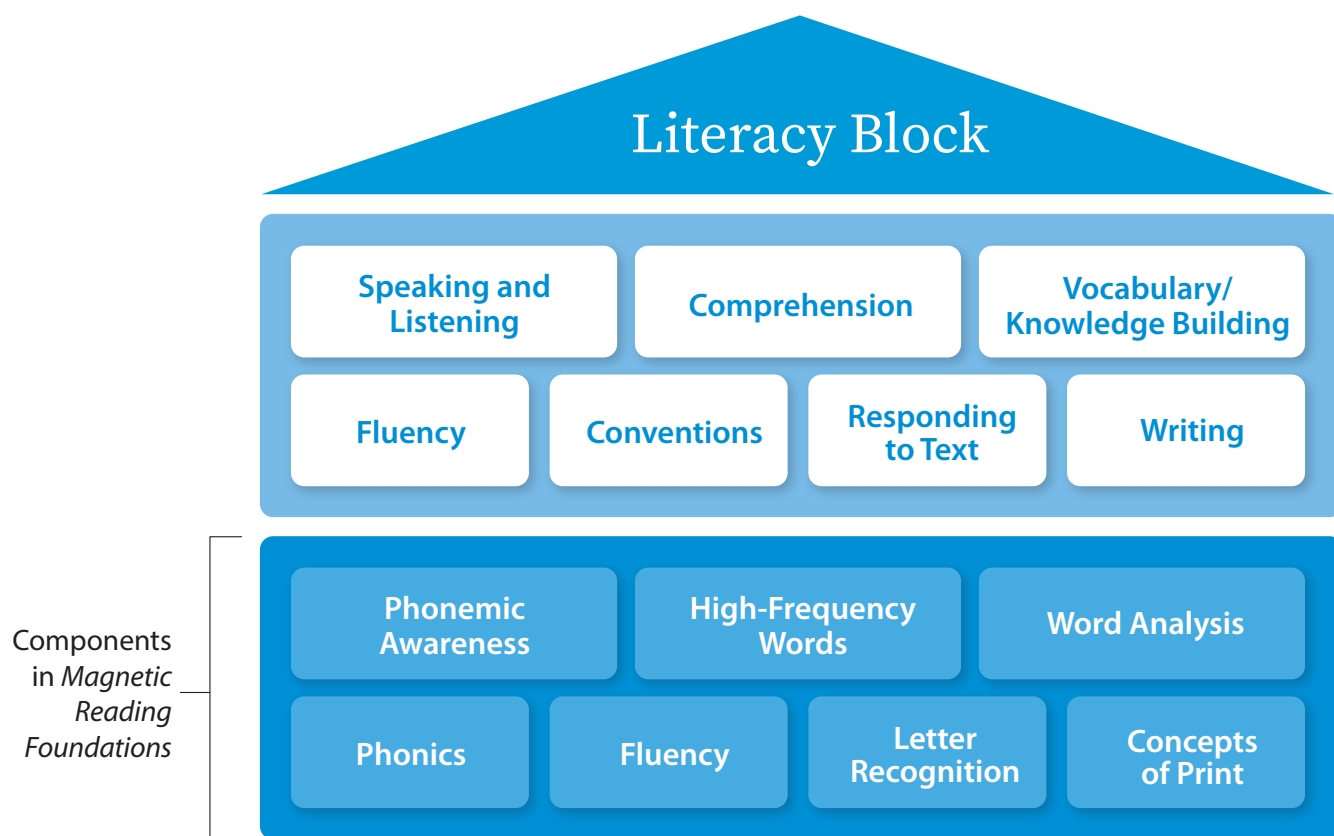
Drive small group instruction

that meets each student's needs:

- Interactive Tutorials
- Tools for Instruction
- Extension Activities
- Prerequisite Lessons (Grades 1 and 2)

***Magnetic Reading Foundations* Was Developed for Use with All Learners**

Magnetic Reading Foundations can be easily integrated into any Grades K–2 literacy block, helping students move from foundational skills to reading fluency.



References

Fugnitto, G., & Stuart, K. (2021). Coaching—anytime, from anywhere—empowers teachers. *The Learning Professional*, 42(2), 56–59.

Moats, L. C. (2020). Teaching reading is rocket science: What expert teachers of reading should know and be able to do. *American Educator*, 44(2), 4–9.

Rose, T. (2016). *The end of average: How we succeed in a world that values sameness*. HarperOne.



Powered by *i-Ready Diagnostic* data and grounded in evidence-based, researched strategies, our reading literacy programs deliver intentional instruction where each student needs it most. Teachers are empowered to thrive in the classroom with the systematic and explicit instructional routines, data-driven insights, and coverage of essential standards. Every student can excel with engaging, purposeful practice and scaffolded supports as they become active readers, thinkers, and communicators along the path to grade-level learning—and beyond!

To learn more about evidence on the impact of *i-Ready*, please visit CurriculumAssociates.com/Research.



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